

Instructional

A magnifying glass with a silver handle and frame. The lens is focused on the word "Focus" in a black serif font. The background within the lens is a light green and white pattern. The magnifying glass is positioned over the word "Focus" which is part of the main title.

Focus

Reading Informational Text

M. Nolan

The Toughest Reading and the Toughest Teaching



**If you expect
your students to
read informational
text for or in your
class, this training
is meant for you.**



Cycle 4 – Informational Text

**January 2
through
February 28th**



	Benchmarks	
LA.910.1.7.4	The student will identify cause-and-effect relationships in text.	Cause and Effect
LA.910.1.7.7	The student will compare and contrast elements in multiple texts.	Compare (similarities); Contrast (differences) within/across texts
LA.910.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations	Synthesize Information; Analyze and Evaluate Information; Determine the Validity and Reliability of Information; (within/across texts)

Number of Questions on Past FCATs

9th Grade	2011	2012
LA.910.1.7.4	2	2
LA.910.1.7.7	2	1
LA.910.6.2.2	12	12

10th Grade	2011	2012
LA.910.1.7.4	1	4
LA.910.1.7.7	2	1
LA.910.6.2.2	11	11



S:\

File Edit View Favorites Tools Help



Back



Search



Folders



Address



S:\

File and Folder Tasks



Rename this folder



Move this folder



Copy this folder



Publish this folder to the Web



E-mail this folder's files



Delete this folder

Other Places



My Computer



My Documents



My Network Places

Details

FCHS Pictures
First Coast Logos
Focus Days
Fonts
football pictures
Forms
Foundations
French Honor Society
FURNITURE
Grade Portal
Grade Recovery Contract
Graphic Organizers
Health
Honor Roll
Houses
Hunley - French
IC3 - CD-ROM
Independent Reading
installs
Instructional Focus for Reading
Intensive Reading

S:\Instructional Focus for Reading\2012-2013

File Edit View Favorites Tools Help

Back Forward Up Search Folders

Address S:\Instructional Focus for Reading\2012-2013

File and Folder Tasks

Other Places

Details

2012-2013
File Folder



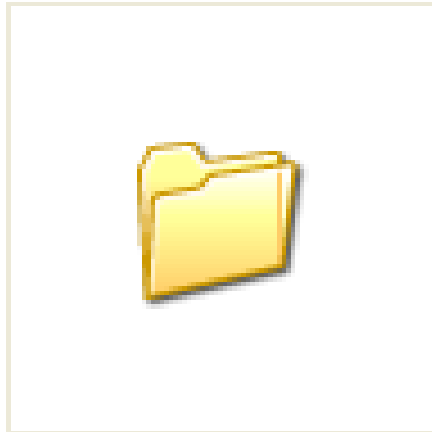
Calendars



College-Readiness
Teachers



FCAT Teachers



Cycle 3 - Author's
Purpose and Perspecti...



Cycle 4 - Informational
Text



Our Wiki

<http://fchsreading.wikispaces.com>



***First Coast High School
Wiki for Reading Instruction***

Cause and Effect

Teach the
strategy!

The Chicken or the Egg Thinking about Cause and Effect

- A cause is a reason why something happened.

Cause = Why did something happen?

The cause happens first.

- An effect is what happens as the result of a cause.

Effect = What happened?

The effect always happens after the cause.

Signal Words for Cause:

because
bring about
contributed to
due to
the reason for
give rise to
led to
since
on account of
created by
produced
caused by
influenced
was responsible for
makes

Signal words for Effect:

as a result
consequently
hence so
outcome
therefore
effect
thus
finally
for this reason



Comparison and Contrast

Key Words for Finding Comparisons and Contrasts

Teach the
strategy!



by the same token
similarly
similar
same
too
have in common
similarly
equally
akin

likewise
like
as
in the same way
both
the same as
as well as
corresponds to
related

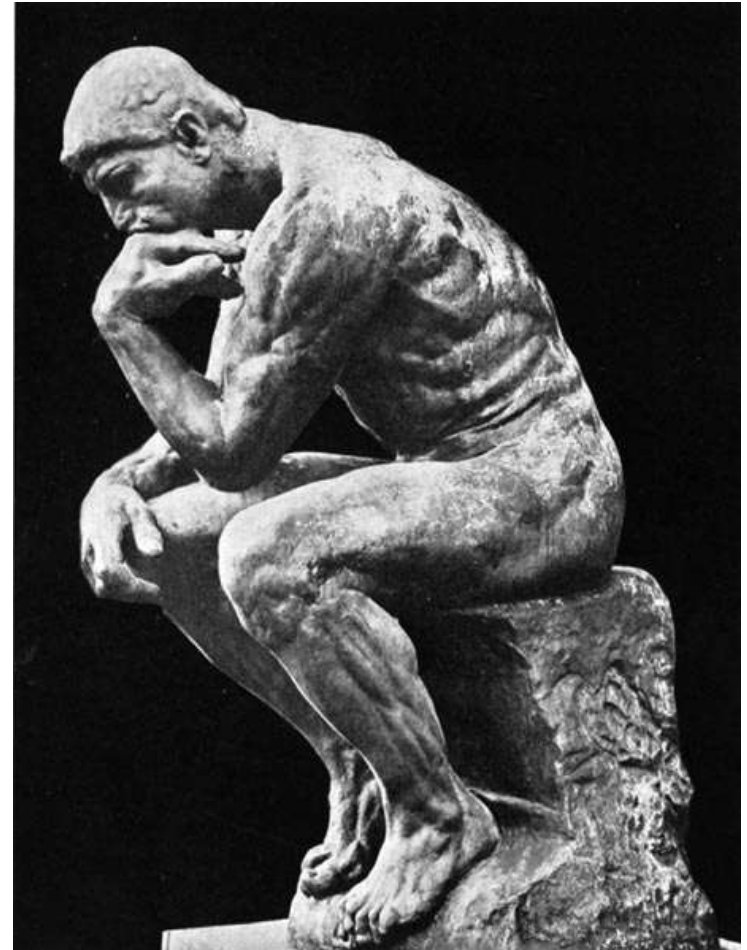
in contrast
similarly
yet
however
while
instead
unlike
contrary to
on the other hand
conversely
difference

likewise
although
whereas
but
differ
unless
on the contrary
even though
the reverse
despite
even though



Analyze and Evaluate

- ▶ **What have I read ?**
- ▶ **How can I use that information?**



Analyze and Evaluate

Teach the strategy!

Reading/Thinking Strategies Analyze and Evaluate

Directions: Use these strategies to help you think through your answers on multiple choice reading tests:

"Prove It" Strategy

P- Preview the questions

R- Read the selection

O- Omit wrong answers

V- Verify your answers (highlight the proof)

E- Explain your answers (write a one-sentence justification)



Look-Backs – (verifying your answers)

- Standardized reading tests are open-book tests. All the information you need to figure out the answer is written there for you or is part of the background knowledge you should have.
- When you select an answer choice, look back in the text to find the proof to support your answer. Put an X and the question number on the spot(s) in the text where you found the answers. Remember on a map, X marks the spot where the treasure can be found.
- Research proves that good readers complete almost twice as many look-backs as less successful readers. Try keeping a count of your look-backs.




Validity and Reliability



"On the Internet, nobody knows you're a dog."

Validity and Reliability

- ▶ Is the information credible?
 - ▶ What is the source of the information?
 - ▶ Are the arguments strong or weak?
 - ▶ Is the author biased?
 - ▶ Which piece of information is the best evidence?
- 

Sample Hook Activity



“I Do” Instruction

**Teach the
strategy!**

LIAR Strategy
Testing Validity
and Reliability



- L** - Look for facts and opinions
- I** - Identify strong vs. weak arguments
- A** - Analyze a writer's credentials by determining whether or not he/she would qualify as an expert on the topic.
- R** - Recognize how personal values influence a writer's conclusions

“We Do” Instruction



Consider the Source

- Is it reliable?**
- Is it timely?**
- Is it a primary or a secondary source?**
- Where could I go to verify the facts in the source?**
- Is the writer an expert on the topic? How do I know?**

"We Do" Instruction

AMERICA'S TOP STUDENTS

RECOGNIZING EXCELLENCE FOR 75 YEARS



Dear Student,

Congratulations! You have been nominated by your teacher as a potential honoree in the 2011-2012 edition of the **AMERICA'S TOP STUDENTS** online annual. **AMERICA'S TOP STUDENTS** annual is a website that posts profiles of the best students in America's public schools.

You have been selected because of your academic record and your participation in a number of extra-curricular and community activities.

AMERICA'S TOP STUDENTS wants to make it as simple as possible for you to participate in this exciting program. Simply go to our website (<http://www.wcbarns.com>) and enter your response to the profile questionnaire that is provided. If you wish, you may mail your response to our address below. Your school has already provided us with your picture, which will be posted with your profile. For your convenience, you may use a check or credit/debit card to pay the nominal \$49.95 publication fee.

The deadline to have your profile posted is rapidly approaching. Don't be left out. Colleges are already reviewing the **AMERICA'S TOP STUDENTS** online annual to find their next scholarship recipients!

Sincerely,

The Staff of **AMERICA'S TOP STUDENTS**

Student Profile

Name _____ Birth date _____

School _____

Address _____

Current G.P.A. _____ Social Security # _____

School Activities (if applicable), _____


Community Activities (if applicable) _____

AMERICA'S TOP STUDENTS

P.O. Box 1492

Las Vegas, Nevada 89106

“You Do” Instruction

- 1. Use your textbook, a related article, or one of the samples in the share folder.**
 - 2. Have students practice the strategy.**
 - 3. Use the “FCAT Question Stems” to create appropriate multiple choice and short answer questions.**
- 

Synthesizing Information

Synthesizing Information from Texts



Synthesizing Information

Teach the
strategy!

R-E-A-D Strategy for Synthesizing Information

R – Read the text, annotating as you read


E – Evaluate the information as you read

A – Add your background knowledge to what you've read

D – Draw conclusions and develop *new* information



How Content–Area Teachers Can Help

- ▶ Require that students use at least 2 or our school's Essential Reading Habits on all reading assignments.
 - ▶ Use/Create questions that require students to explain their answers.
 - ▶ Have students apply reading skills to challenging content from your subject area.
- 

How Content–Area Teachers Can Help

- ▶ Rate and grade students' work using the old FCAT short and extended response rubrics. In this way, students can become familiar with what is expected of them on FCAT.
- ▶ Use and develop questions for class discussions and tests that are of the same cognitive rigor as those on FCAT. (Use the FCAT question stems in the share folder.)

College-Readiness

**Informational
text reading
skills are
required for
PERT, ACT,
and SAT.**



AP History DBQ Rubric

Understanding of the Question	Understands complexity of the question; deals with all parts of the question in depth
Analysis	Provides effective analysis of the question; some imbalance permissible
Documentary Evidence	Effectively uses a substantial <u>number</u> of documents. Documents supplement analysis and are balanced with outside information
Supportive Information	Supports thesis with substantial, relevant information. Outside information is balanced with use of documents in the analysis of the question

AP Language Argument Rubric



•Essays earning a score of 8 effectively take a position that defends, challenges, or qualifies the claim. They effectively support their position by effectively synthesizing and citing at least three of the sources. The writer's argument is convincing, and the cited sources effectively support the writer's position. The prose demonstrates an ability to control a wide range of the elements of effective writing.

Finding Primary Sources

<http://memory.loc.gov/ammem/index.htm>

